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ABSTRACT

An instructor's manual and student activity guide on marketing functions are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to six periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for sales occupations, a buyer, assistant buyer, sales clerk, route sales-delivery supervisor, sales route driver, and sales route driver-helper conclude the document. (JH)

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DISTRIBUTIVE EDUCATION--MARKETING FUNCTIONS

Kit No. 85

INSTRUCTOR'S MANUAL

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1978

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TITLE OF ACTIVITY

Kit No. 85, Distributive Education – Marketing Functions

DURATION

Main Activity: 2 – 4 periods
Follow-up Activity: 1 – 2 periods

GOALS

The students will be presented with the various activities that are needed in the distribution of goods and services.

The students will understand how each of these functions helps to market the goods and services we use each day.

The students will understand the complexity of marketing goods.

INSTRUCTIONAL OBJECTIVES

Each student will be able to correctly identify the marketing functions involved in the distribution of goods and services.

Each student will develop a market research report.

Each student will identify the functions of transportation in marketing and distribution by completing a work sheet on products.

Given a work sheet, each student will identify comparative prices for goods in the community.

Given information about advertising, each student will obtain two examples of an advertisement designed to attract a customer.

VOCATIONAL CLUSTERS

Trade and Industry
Agriculture

ACTIVITY IMPLEMENTATION

A. Activity Description

The students will be presented with a discussion, by means of filmstrip and tape, of the activities or functions involved in the distribution of goods and services.

B. Safety

No special requirements.

C. Materials Required

1. Audio Visual Equipment
   Filmstrip projector
   Cassette player
   Screen
2. Technical Equipment
   None
3. Expendable Supplies
   Scissors
   Old newspapers
   Cellophane tape or glue
   Duplicating stencils
   Duplicating paper

D. Preparation Prior to Class

Preview the filmstrip and tape, "Marketing Functions."

Duplicate the number of copies needed for your students of the masters provided.

Have filmstrip projector set up before class begins.

E. During Class Session

Check to be sure students are following steps in the correct sequence.

Have handout materials ready for students.

F. Follow-up Activities

Have each student complete a VIEW Fact Sheet.

Have students write a brief job description from VIEW Fact Sheet and tell why they would like or dislike the occupation.

Plan a field trip to a local retail store so that students can see the marketing functions in operation.

ANSWER KEY

WORK SHEET III

1. D
2. D
3. A
4. F
5. C
6. E
7. A
8. F
9. G
10. D
11. C
12. E
13. A
14. D
15. F
16. B
17. C
18. A
19. B
20. A

MARKETING FUNCTIONS CHECK SHEET

1. F
2. J
3. E
4. I
5. G
6. C
7. B
8. D
9. A
10. H

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Marketing Functions Handout
Marketing Functions Check Sheet
Marketing Research Report
Work Sheet III
Work Sheet IV

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

HANDOUT

MARKETING FUNCTIONS

Marketing is a term that refers to the activities that take place in order to get goods or services from the producer to the consumer. Marketing provides us with the goods we need at the time and in the place we need them.

The activities that are involved in the marketing process are referred to as "Marketing Functions" and include the following:

Market Research

Credit

Transportation

Receiving

Checking

Marking

Pricing

Advertising

Display

Selling

MARKETING FUNCTIONS CHECK SHEET

The following are statements describing the activities involved in the distribution of goods and services. Identify each function in the blank to the left.

_____ 1. Making the customer aware of the variety of goods available and where they can be purchased through a promotional medium.

_____ 2. Making sure merchandise received is in the correct quantity and in the proper condition.

_____ 3. Accepting merchandise that has been ordered from a transportation company.

_____ 4. Affixing information on the product such as price, size, date received, and cost.

_____ 5. Moving goods physically from the place they are produced to where they can be bought for consumption.

_____ 6. Ordering goods for the store to resell to its customers.

_____ 7. Showing merchandise in the store in order to help increase the sale of goods.

_____ 8. Turning over the possession of a good to the customer for a payment of money.

_____ 9. Extending charge accounts to customers to allow them to buy goods and pay for them later.

_____10. Collecting and analyzing facts concerning the market, customers' needs and their reactions to goods.

MATCHING CHOICES:

A. Credit
B. Display
C. Buying
D. Selling
E. Receiving
F. Advertising
G. Transportation
H. Market Research
I. Marking
J. Checking

MARKETING RESEARCH REPORT

Circle response.

1. What body style do you like?

   A. Hardtop
   B. Station wagon
   C. Van
   D. Truck
   E. Convertible

2. Do you like:

   A. 2-wheel drive vehicles
   B. 4-wheel drive vehicles

3. What size engine would you like?

   A. 4 cylinder
   B. 6 cylinder
   C. 8 cylinder

4. What is your favorite color vehicle?

   A. Red
   B. Blue
   C. White
   D. Yellow
   E. Green
   F. Black
   G. Gray
   H. Orange
   I. Gold
   J. Brown

5. How many people would you like to have ride with you?

   1 2 3 4 5 6 7 8 9 10 11 12 13

6. Do you like:

   A. Bucket seats
   B. Bench seats
   C. High back seats

7. How much would you spend for a vehicle?

   A. $3,000
   B. $4,000
   C. $5,000
   D. $6,000
   E. $7,000
   F. $8,000
   G. $9,000

MARKETING RESEARCH REPORT (cont'd.)

8.	Would you include air-conditioning?	yes	no
9.	Would you include power steering?	yes	no
10.	Would you include power brakes?	yes	no
11.	Would you include power windows?	yes	no
12.	Would you include leather seats?	yes	no
13.	Would you include cloth seats?	yes	no
14.	Would you include vinyl seats?	yes	no
15.	Would you include automatic transmission?	yes	no
16,	Would you include standard transmission?	yes	no
17.	Would you include air bags?	yes	no
18.	Would you include power door locks?	yes	no
19.	Would you include retractable headlights?	yes	no
20.	Would you include cruise control?	yes	no

WORK SHEET III

Although these automobiles are sold in the United States of America, many are not manufactured in our country. They are transported here by sea, train and trucks.

Given a coded letter for a country, match the automobile with the proper country where it is manufactured.

_____	1. Rolls-Royce	A –	USA
_____	2. M.G.	B –	France
_____	3. Ford	C –	Germany
_____	4. Datsun	D –	Great Britian (England)
_____	5. Mercedes-Benz	E –	Sweden
_____	6. Volvo	F –	Japan
_____	7. Dodge	G –	Italy
_____	8. Toyota		
_____	9. Fiat		
_____	10. Jaguar		
_____	11. Porsche		
_____	12. SAAB		
_____	13. Plymouth		
_____	14. Triumph		
_____	15. Honda		
_____	16. Peugeot		
_____	17. Volkswagen		
_____	18. Chevrolet		
_____	19. Renault		
_____	20. Jeep		

WORK SHEET IV

Using the advertisements in your local newspapers, locate at least two different stores, or distributors, and their prices on the following items:

	LOCAL STORE/PRICE	LOCAL STORE/PRICE
1. 1 lb. (.45 kg) of coffee	A _____	B _____
2. 1 lb. (.45 kg) of bananas	A _____	B _____
3. 4 lb. (1.8 kg) canned ham	A _____	B _____
4. 1 lb. (.45 kg) of chicken	A _____	B _____
5. 1 lb. (.45 kg) of sirloin steak	A _____	B _____
6. 3-piece den furniture	A _____	B _____
7. 5-piece dinette set	A _____	B _____
8. new 4-door car	A _____	B _____
9. new pickup truck	A _____	B _____
10. one pair of sneakers	A _____	B _____

DISTRIBUTIVE EDUCATION--MARKETING FUNCTIONS

Kit No. 85

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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MARKETING FUNCTIONS

INTRODUCTION

Marketing is defined as the sum total of the planning, pricing, promotion, and distribution activities that take place in order to get goods or services from the producer to the consumer. These activities that are involved in this marketing process are referred to as "Marketing Functions."

GOALS

This activity is designed to help you (1) understand the various duties involved in the distribution of goods and services, (2) understand how each of these functions aids in marketing the goods and services we use each day, and (3) understand and appreciate the complexity involved in the marketing of goods.

DIRECTIONS

Read and follow each step in the programmed text. Do not write in this booklet. Be sure to go over each step carefully. After you have completed each checkpoint, check your work with your instructor.

MATERIALS

Pencil (provided by student)
Other forms and materials will be supplied by your instructor.

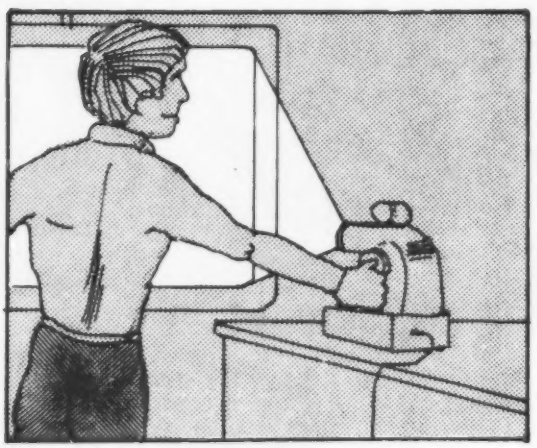
Instructional Objective 1

The student will be able to correctly identify the marketing functions involved in the distribution of goods and services.

Check Point

Obtain a copy of the "Marketing Functions Check Sheet" from your instructor. Match the marketing functions to their corresponding descriptions. Check with your instructor to see that all responses are correct.

STEP 1 – Obtain a copy of the handout MARKETING FUNCTIONS from your instructor. Read this handout carefully.



STEP 2 – View the filmstrip and tape "Marketing Functions."

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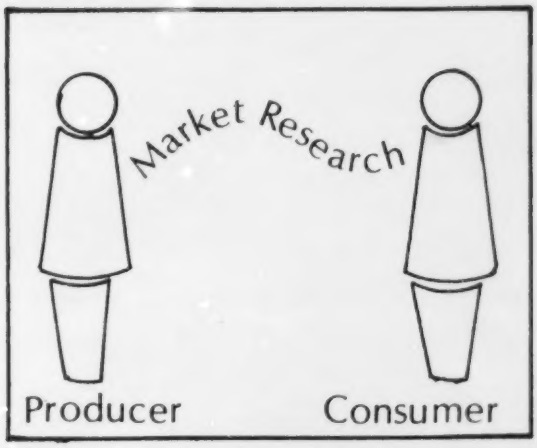
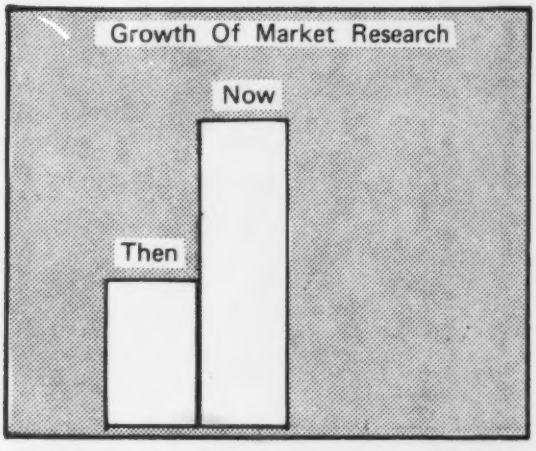
Instructional Objective II

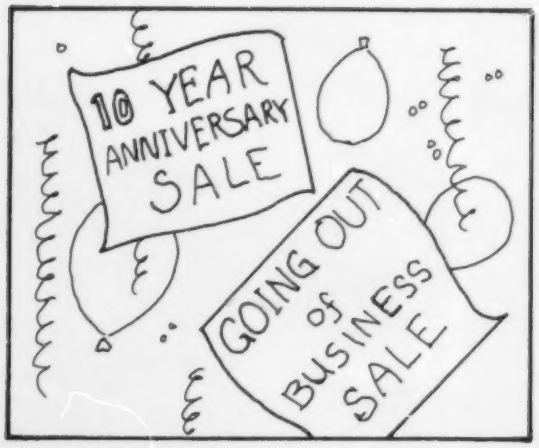
Each student will develop a market research report.



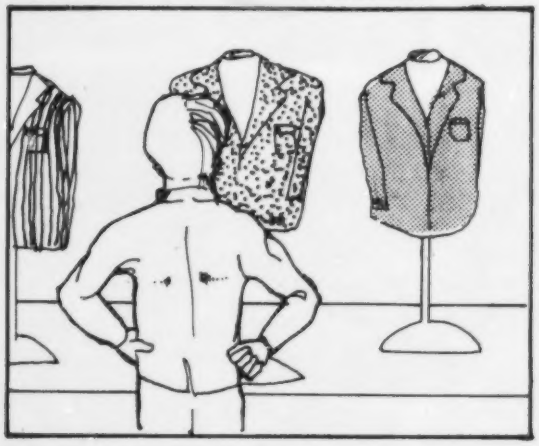
STEP 1 – Market research is collecting and analyzing information pertaining to the transfer of goods and services from the producer to the consumer.



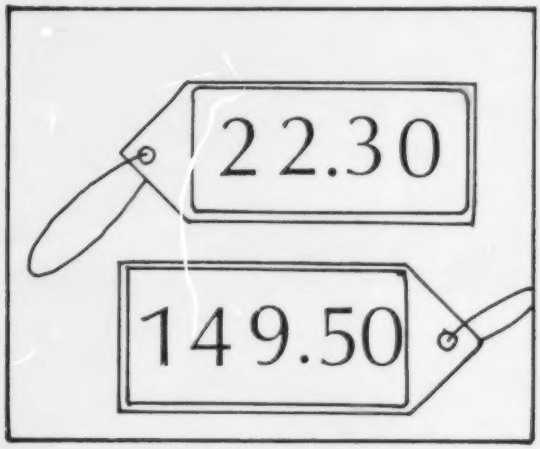
STEP 2 – The importance of marketing research has grown in the past 50 years. Today it is vital to the success of a marketing business.



STEP 3 – The major function of market research is to aid management in making decisions which may lead to the success or failure of the business. Decisions like:



STEP 4 – What kinds of merchandise would the customer like to buy?



STEP 5 – What prices would the customer be willing to pay?

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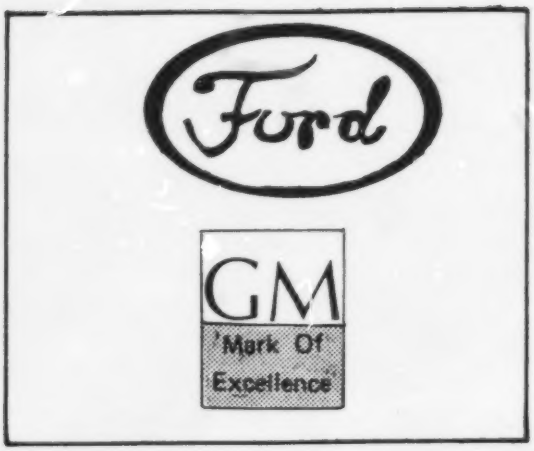
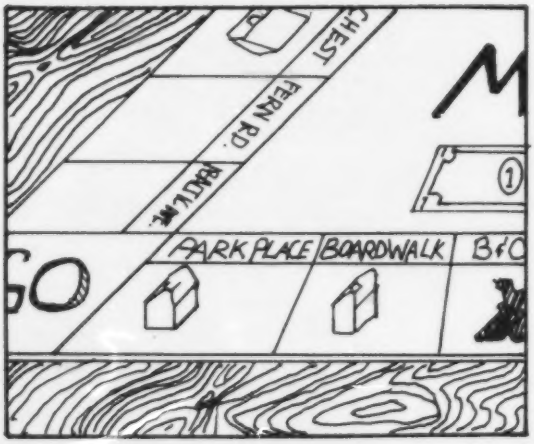


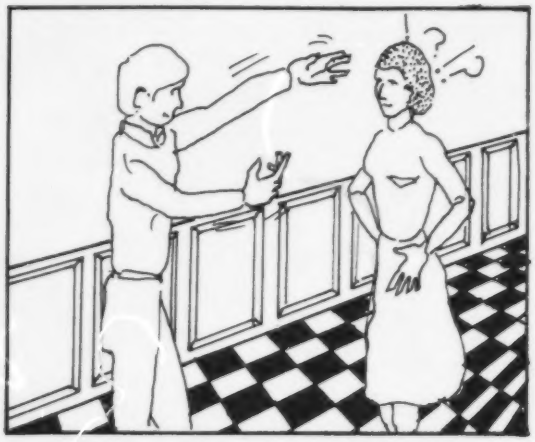
STEP 6 – Who is the business' closest competitor?



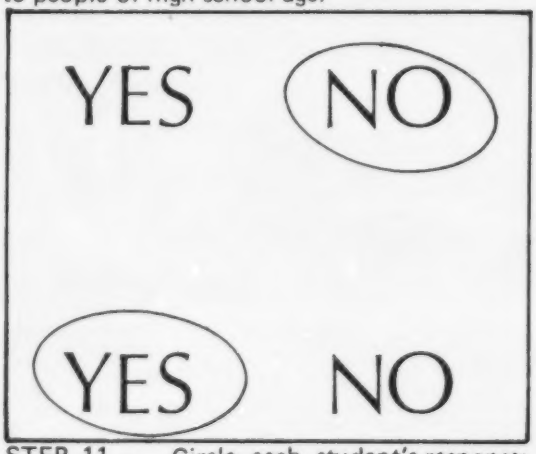
STEP 7 -- Should the business be expanded?

STEP 8 – Marketing research may be performed by the business itself or it may contract an outside agency to do this for them. Each student will function as a research agency by filling out a market research report.

STEP 9 – Obtain MARKET RESEARCH REPORT from your instructor.



STEP 10 – Each student will interview another student. The market research will be used to determine what type automobile a company should manufacture to be attractive to people of high school age.



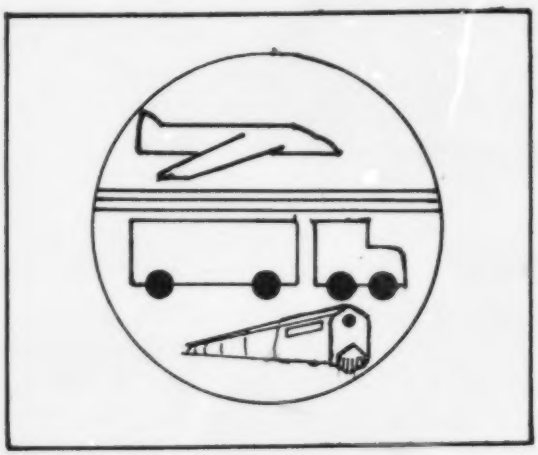
STEP 11 - Circle each student's response; then switch roles so the other student can complete his/her report.

Check Point

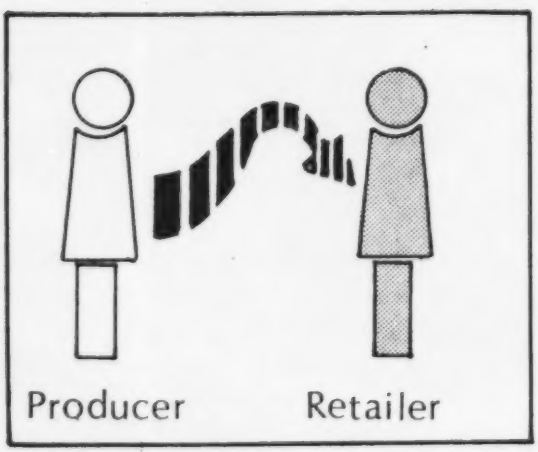
Turn in MARKETING RESEARCH REPORT to your instructor.

Instructional Objective III

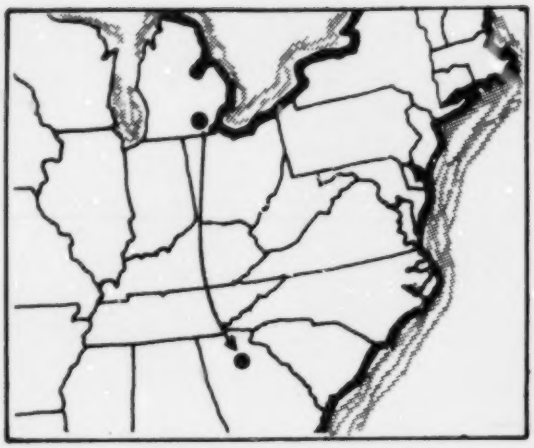
Each student will identify the function of transportation in marketing and distribution by completing a work sheet on products.



STEP 1 – Transportation is the physical movement of goods from the place where they are produced to the place where they are bought by consumers, or to any intermediary place along the way.

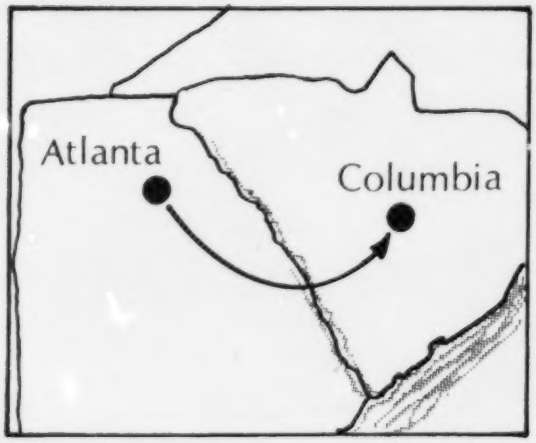


STEP 2 – The goods may go directly from a producer to a retailer such as clothing items being manufactured on Seventh Avenue going to a Belk store in South Carolina.

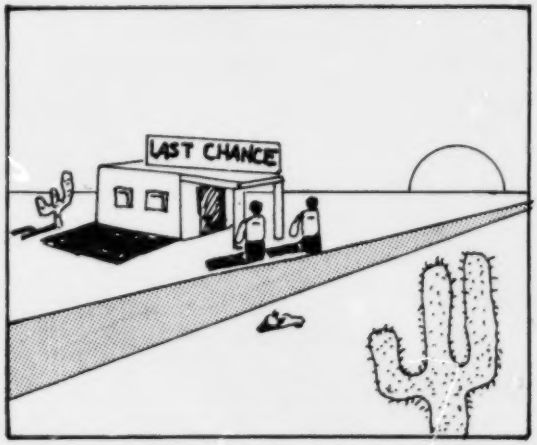


STEP 3 – Goods may also be moved from a producer such as an automotive parts manufacturer in Detroit

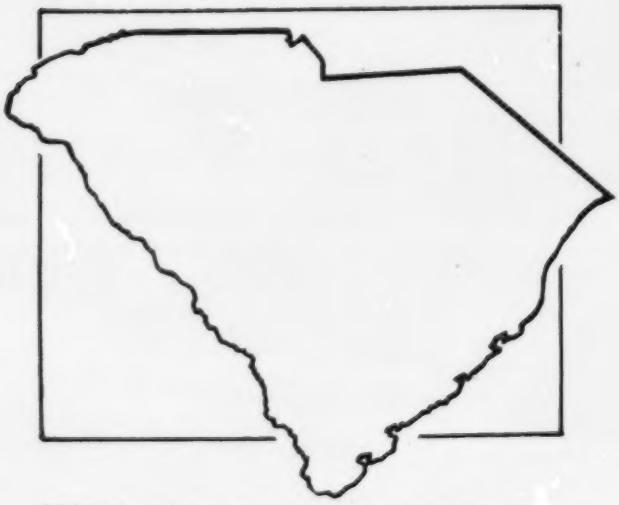
STEP 6 – Transportation creates both time and place utility for the consumer.



STEP 4 – to a wholesaler in Atlanta, and



STEP 7 – Goods must be made available where they can supply consumer demand, but they must also be made available when customers need them.



STEP 5 – from there to an automotive parts store in South Carolina.

Check Point

On Work Sheet III match the automobile with the country in which it is manufactured.

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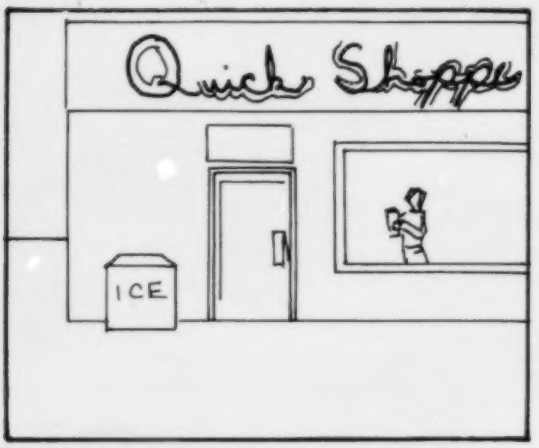
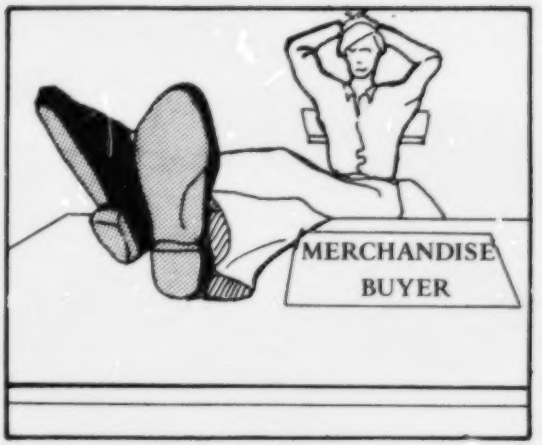
Instructional Objective IV

Given a work sheet, each student will identify comparative prices for goods in the community.

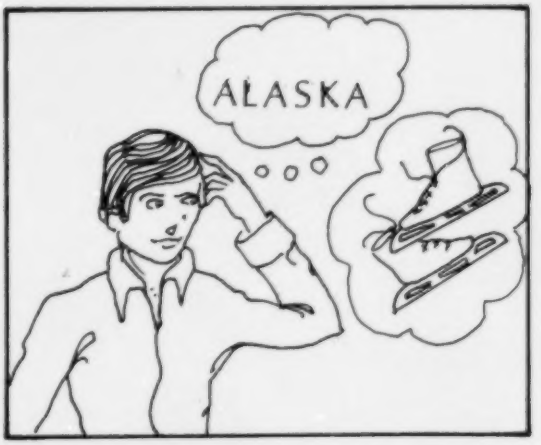
STEP 1 – Buying can be seen as a service to the customer since the retailer collects merchandise from all over the world – merchandise that would otherwise be unavailable to the consumer.



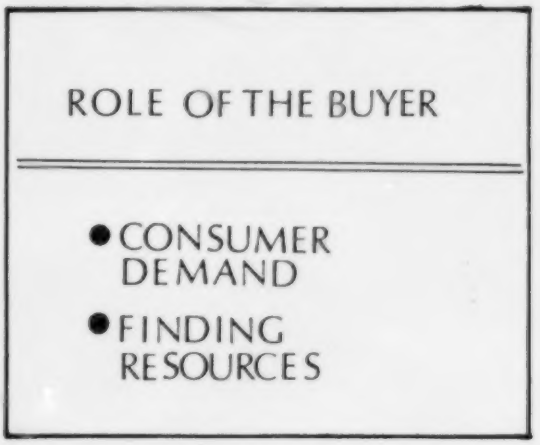
STEP 2 – The retailer provides what is referred to as "place utility" to the good. This means that goods can be made available to the customer where they are wanted.



STEP 3 – The role of merchandise buying is important to the success or failure of the business. The buyer has to be concerned with..



STEP 4 – determining what merchandise will sell in a particular area,



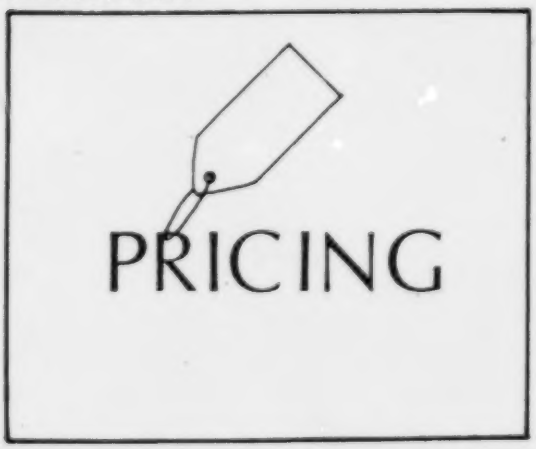
STEP 5 – finding resources from which to buy these items needed by customers,

ROLE OF THE BUYER

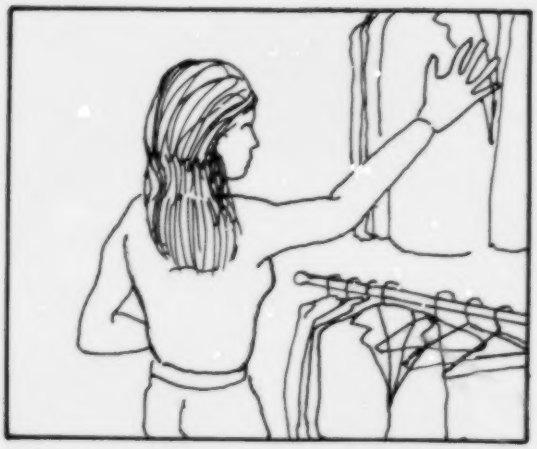
- CONSUMER DEMAND
- FINDING RESOURCES
- OBTAINING TERMS

STEP 6 – and obtaining terms such as a competitive price, discounts, reasonable delivery terms, credit consideration, and possible promotional assistance.

STEP 7 – Since customers tend to avoid stores that do not carry the merchandise they want, the function of merchandise buying becomes crucial.



STEP 8 – Pricing, or price determination, is a management function in marketing.



STEP 9 – It is considered a management function because it takes a thorough understanding of all of the variables involved in marketing to set the prices of goods so that customers will be encouraged to buy.

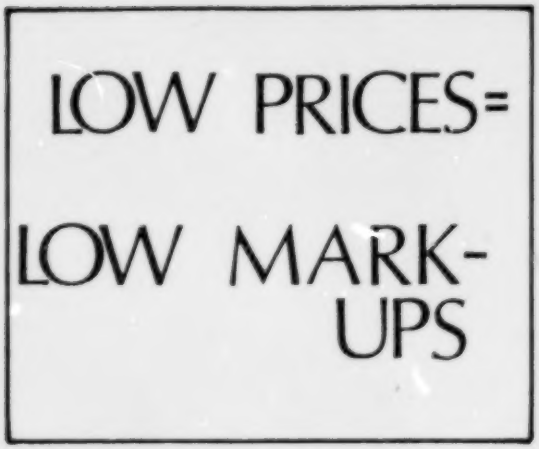
HIGH PRICES

STEP 10 – The managers of the businesses may try to set the prices at high levels in order to meet expenses and make a handsome profit.

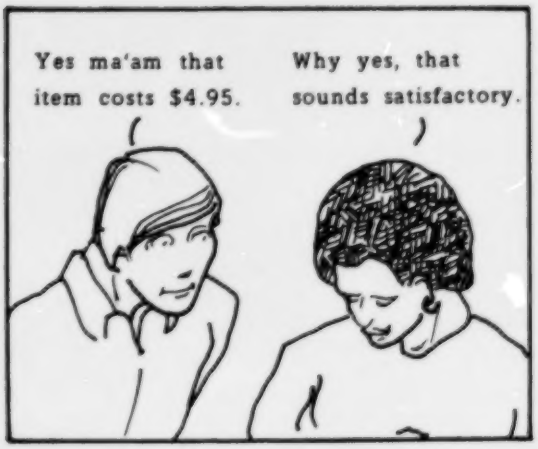
HIGH PRICES =

LOW VOLUME

STEP 11 – However, they may find that setting prices high often results in loss of sales or volume since competition allows customers to shop other businesses that have lower prices.

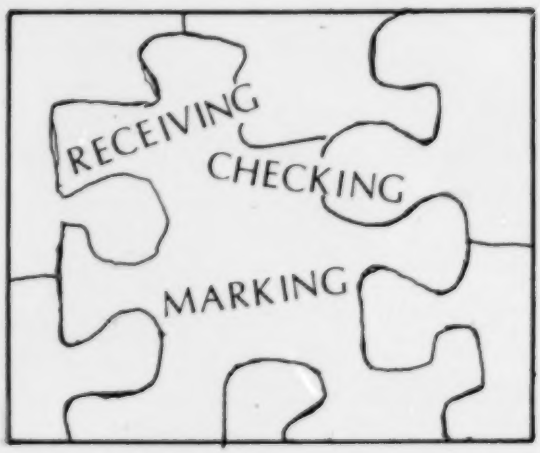


STEP 12 – If the marketer tries to set prices too low in order to attract customers and increase sales, he/she may find that the markup is not sufficient to cover the operating costs or overhead.



STEP 14 – The knowledgeable marketer, knowing all of the facts which influence pricing, becomes more capable in making such vital decisions as the determination of prices to charge for products.

STEP 13 – The marketer is then faced with two opposing situations: wanting to set high prices to have high profits and sufficient operating expenses, and wanting to have low prices to attract customers and increase sales volume.



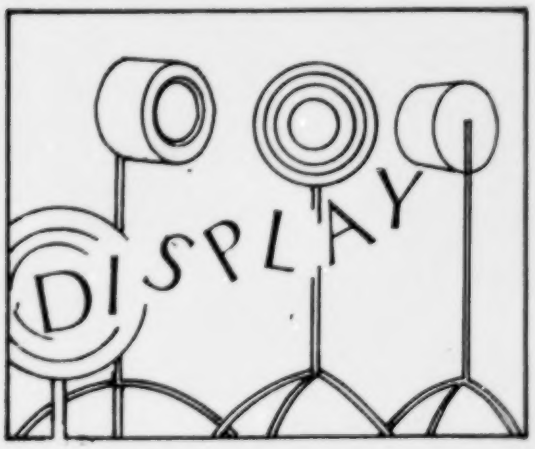
STEP 15 – While receiving, checking, and marking are identified as separate marketing activities, they quite often are associated together since they are usually performed at the same location within the business.

Check Point

Using Work Sheet IV and old newspapers (1–2 weeks old), identify prices of various items listed. Use at least two different stores.

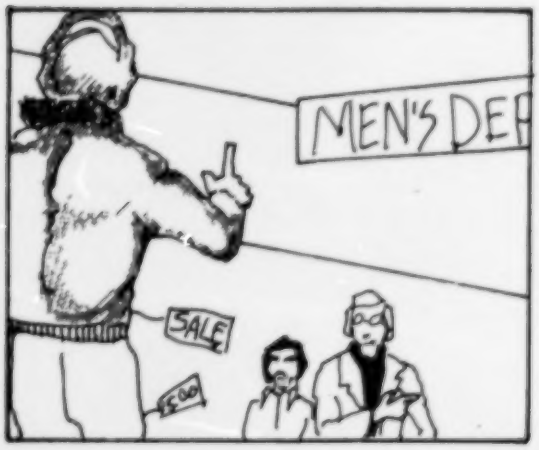
Instructional Objective V

Given information about advertising, each student will obtain two examples of an advertisement designed to attract a customer.

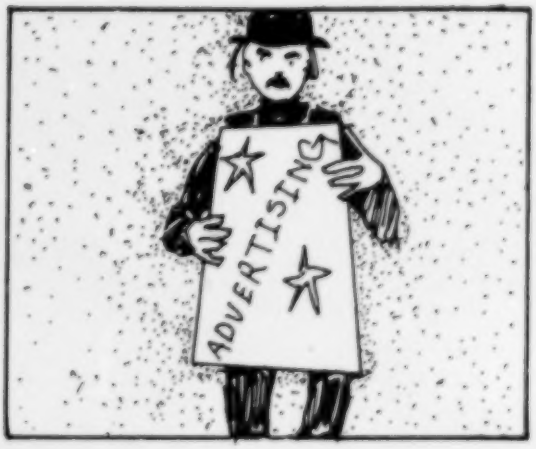


STEP 1 – The display function involves showing or exhibiting goods for the benefit of customers.

STEP 2 – Display of goods is an early form of promotion in retailing originating in the early days of trading when the majority of customers were unable to read and the merchant relied on "visual merchandising" to help sell his/her goods.



STEP 3 – Today, still, the retailer relies heavily on the desire created in the customer who sees products attractively displayed in the stores. A good display benefits not only the retailer with increased sales but also the customer by giving him/her much needed merchandise information.



STEP 4 – Advertising, like display, is a form of sales promotion – called that because it attempts to promote or increase sales.

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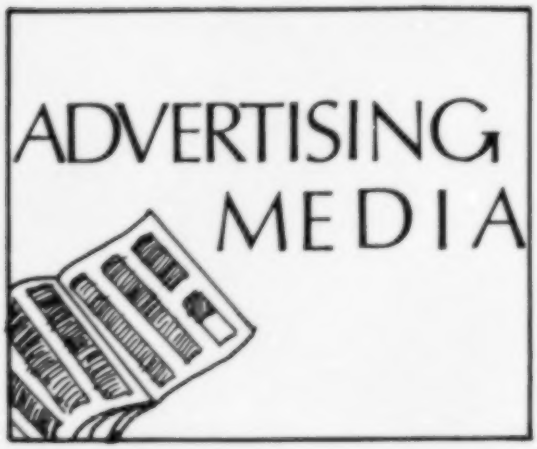
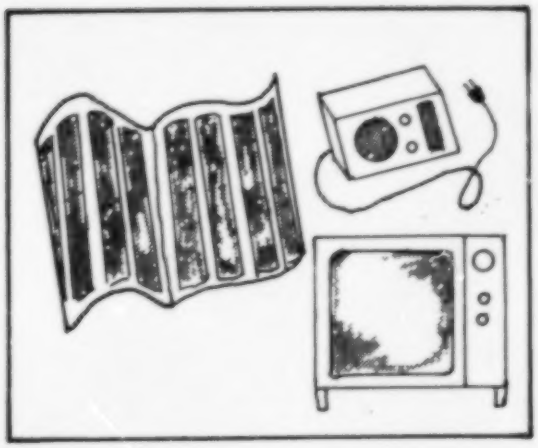


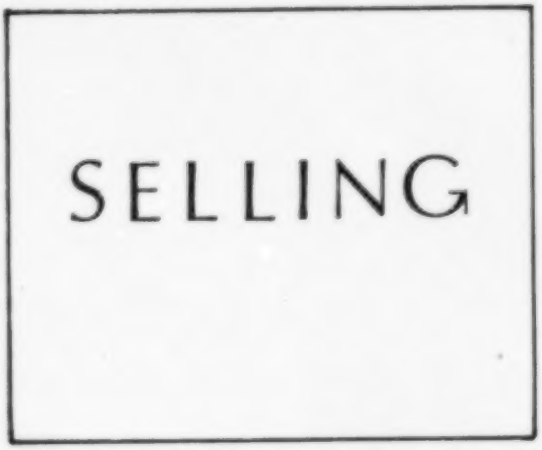
STEP 5 – Advertising is the retailer's attempt to communicate with the potential customer. Its major aim is to encourage customers to come into the store where the customer may more likely see, examine, and buy the products a retailer has to offer.

STEP 6 – The methods or media through which the retailer chooses to advertise are varied and should be selected to fit the needs of the individual business.

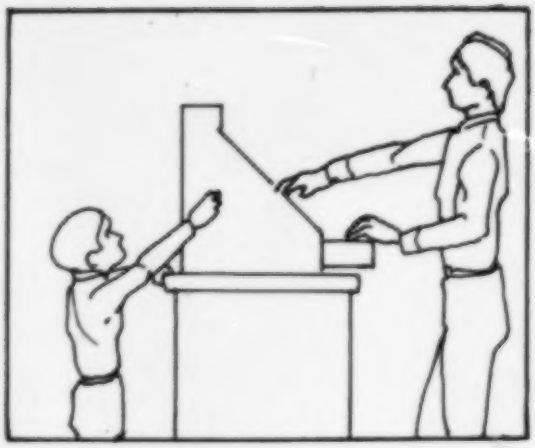


STEP 7 – The retailer can choose newspaper advertising, radio or television advertising.

STEP 8 – He/She can select billboard advertising, magazine advertising or direct mail advertising.



STEP 9 – Quite often, selling is considered the most important of the marketing functions.



STEP 10 – When a sale is created, the exchange of ownership of the good takes place. It is this exchange of ownership that is the goal the retailer is trying to achieve.

Check Point

Using a sheet of notebook paper, cut out and paste or tape up two examples of advertising in newspapers or magazines designed to attract you to buy the product. Turn this in to your instructor.

252 SALES OCCUPATIONS, TRANSPORTATION SERVICES

This group includes occupations concerned with selling passenger and freight transportation services. Includes arranging passenger travel and lodging accommodations by travel agents.

260 SALES OCCUPATIONS, AGRICULTURAL AND FOOD PRODUCTS

This group includes occupations concerned with selling farm products, such as grains, vegetables, fruits, nuts, poultry, livestock, and raw wool; cut flowers; animal hides, skins, and fur pelts; milled products, such as flour, meal, and cereals (except farm-animal feed); food staples and specialties, such as meat, seafood, dairy and bakery products, canned goods, coffee, candy, and tobacco; pet foods; and beverages, such as soft drinks, wine, and liquor. Occupations concerned with selling farm-animal feed and horticultural and nursery products, such as seeds, bulbs, shrubs, and trees, are found in Group 272.

261 SALES OCCUPATIONS, TEXTILE PRODUCTS, APPAREL, AND NOTIONS

This group includes occupations concerned with selling textile products, such as canvas, jute, and felt products, parachutes, and fish nets; yard goods, such as woolen, cotton, and synthetic fabrics; apparel and accessories, including footwear (except orthopedic), hats, wigs, belts, neckties, fur garments, and corsets; trimmings, such as embroidery, waistbands, and cording; safety apparel, such as goggles, safety belts, and fireproof suits; and notions, such as buttons, buckles, pins, needles, hooks and eyes, and slide and snap fasteners. Occupations concerned with selling textile fibers, jewelry, and leather goods other than belts and apparel, such as billfolds, luggage, and saddlery, are included in Group 269. Occupations concerned with selling orthopedic shoes are included in Group 276.

262 SALES OCCUPATIONS, CHEMICALS, DRUGS, AND SUNDRIES

This group includes occupations concerned with selling organic and inorganic chemicals, drugs, medicines, cosmetics, toiletries, and allied products.

269 SALES OCCUPATIONS, MISCELLANEOUS CONSUMABLE COMMODODITIES, N.E.C.

This group includes occupations, not elsewhere classified, concerned with selling consumable commodities.

270 SALES OCCUPATIONS, HOME FURNITURE, FURNISHINGS, AND APPLIANCES

This group includes occupations concerned with selling household furniture; housefurnishings, such as china, glassware, silverware, floor coverings, bedding, curtains, draperies, upholstery, linens, brooms, and other household accessories; and home appliances, such as refrigerators, dishwashers, clothes washers and driers, sewing machines, vacuum cleaners, radios, television sets, phonograph and high fidelity equipment, household lamps, toasters, and room air conditioners. Occupations concerned with selling industrial and commercial air-conditioning units and refrigerators are included in Group 274.

162.157-018 BUYER (profess. & kin.) broker.

Purchases merchandise or commodities for resale: Inspects and grades or appraises agricultural commodities, durable goods, apparel, furniture, livestock, or other merchandise offered for sale to determine value and yield. Selects and orders merchandise from showings by manufacturing representatives, growers, or other sellers, or purchases on open market for cash, basing selection on nature of clientele, or demand for specific commodity, merchandise, or other property, utilizing knowledge of various articles of commerce and experience as buyer. Transports purchases or contacts carriers to arrange transportation of purchases. Authorizes payment of invoices or return of merchandise. May negotiate contracts for severance of agricultural or forestry products from land. May conduct staff meetings with sales personnel to introduce new merchandise. May price items for resale. May be required to be licensed by state. May be identified according to type of commodities, merchandise, or goods purchased.

162.157-022 BUYER, ASSISTANT (ret. tr.)

Performs following duties in connection with purchase and sale of merchandise to aid BUYER (profess. & kin.): Verifies quantity and quality of stock received from manufacturer. Authorizes payment of invoices or return of shipment. Approves advertising copy for newspaper. Gives MARKERS (ret. tr.; whole. tr.) information, such as price mark-ups or mark-downs, manufacturer number, season code, and style number to print on price tickets. Inspects exchanged or refunded merchandise. May sell merchandise to become familiar with customers' attitudes, preferences, and purchasing problems.

290.477-014 SALES CLERK (ret. tr.)

Obtains or receives merchandise, totals bill, receives payment, and makes change for customers in such retail stores as tobacco shop, drug store, candy store, or liquor store: Stocks shelves, counters, or tables with merchandise. Sets up advertising displays or arranges merchandise on counters or tables to promote sales. Stamps, marks, or tags price on merchandise. Obtains merchandise requested by customer or receives merchandise selected by customer. Totals price and tax on merchandise selected by customer, using paper and pencil, cash register, or adding machine, to determine bill; receives payment, and makes change. Occasionally calculates sales discount in determining sales slip. Wraps or bags merchandise for customers. Cleans shelves, counters, or tables as necessary. May keep record of sales, prepare inventory of stock, or order merchandise. May be designated according to product sold or type of store.

292.137-014 SUPERVISOR, ROUTE SALES-DELIVERY DRIVERS (ret. tr.; whole. tr.) dispatcher, route sales-delivery drivers; route supervisor.

Supervises and coordinates activities of DRIVERS, SALES ROUTE (ret. tr.; whole. tr.) engaged in selling and distributing products or services: Plans routes and schedules drivers, vehicles, and deliveries and pickups based on driver, company, and customer information. Records drivers' attendance and time for payroll records. Informs DRIVERS, SALES ROUTE (ret. tr.; whole. tr.) of location of accounts and of collection procedures. Demonstrates methods of salesmanship. Oversees loading and dispatching of trucks. May collect overdue payments. May collect daily cash receipts from drivers and record amounts in records. May solicit new accounts. May investigate customer complaints and pay claims for damaged articles. May drive vehicle to designated areas. May load vehicles. May compute payroll and distribute pay to subordinates. Performs other duties as described under SUPERVISOR (any ind.). May be designated according to product sold as SUPERVISOR, NEWSPAPER DELIVERIES (whole. tr.).

292.353-010 DRIVER, SALES ROUTE (ret. tr.; whole. tr.) delivery-route truck driver; route driver; truck driver, sales route.

Drives truck or automobile over established route to deliver and sell products or render services, collects money from customers, and makes change: Drives truck to deliver such items as beer, beverages, bakery products, dry cleaning, ice, laundry, and milk to customer's home or place of business. Collects money from customers and makes change. Writes up customer order. Records sales or deliveries on daily sales or delivery record. Calls on prospective customers to solicit new business. Informs regular customers of new products or services. May place stock on shelves or racks. May set up merchandise and sales promotion displays or issue sales promotion materials to customers. May collect or pick up empty containers or rejected or unsold merchandise. May load truck. May issue or obtain customer signature on receipt for pickup or delivery. May clean inside of truck. May direct DRIVER HELPER, SALES ROUTE (ret. tr.; whole. tr.) to load and unload truck and carry merchandise. May be designated according to product delivered or service rendered as DRIVER, BAKERY-PRODUCTS ROUTE (ret. tr.; whole. tr.); DRIVER, BEER ROUTE (whole. tr.); DRIVER, BEVERAGE ROUTE (whole. tr.); DRIVER, DRY-CLEANING ROUTE (ret. tr.; whole tr.); DRIVER, ICE-CREAM ROUTE (whole. tr.); DRIVER, ICE ROUTE (ret. tr.); DRIVER, LAUNDRY ROUTE (ret. tr.); DRIVER, MILK ROUTE (dairy prod.).

292.667-010 DRIVER HELPER, SALES ROUTE (ret. tr.; whole. tr.) route driver helper.

Aids DRIVER, SALES ROUTE (ret. tr.; whole. tr.) in providing sales, services, or deliveries of goods to customers over an established route, performing any combination of the following duties: Loads and unloads truck at beginning and end of trip. Carries merchandise from truck to customer's home or store. Collects c.o.d. payments or obtains receipts. May drive to relieve driver. May solicit new business.